United Nations E/C.19/2006/4/Add.3

Economic and Social Council

Distr.: General
17 March 2006
English
Original: Spanish

Permanent Forum on Indigenous Issues
Fifth session
New York, 15-26 May 2006
Items 3 and 4 of the provisional agenda*

Special theme: the Millennium Development Goals and indigenous peoples: redefining the Goals

Ongoing priorities and themes

Information received from Governments

Mexico

Summary

The present document contains the response of the Government of Mexico regarding the measures taken or planned in response to the recommendations of the Permanent Forum on Indigenous Issues at its fourth session in 2005.

* E/C.19/2006/1.

06-27563 (E) 060406 070406

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I. Introduction

1. The Government's policy is aimed at establishing a new relationship between the State, indigenous peoples and society as a whole. The Mexican Constitution recognizes the country's multiculturalism, as expressed by indigenous languages and cultures, as an integral part of our nation.

2. To strengthen that multiculturalism, Mexico designs, promotes and coordinates comprehensive and cross-cutting policies among its institutions and through cooperation with local governments through the National Commission for the Development of Indigenous Peoples (CDI). The functions of CDI include encouraging the federal Government to adopt comprehensive and cross-cutting policies for the development of indigenous peoples.

3. Mexico believes it is very important to achieve full coexistence within an ethical framework of cultural diversity, recognizing and respecting the individual and collective rights of the various groups, segments and peoples that make up societies, and has undertaken a series of actions to that end.

A. Special theme: the Millennium Development Goals and indigenous peoples: Goal 1 of the Millennium Development Goals, Eradicate extreme poverty and hunger, to be addressed under the following thematic approach of combating poverty: good practices and barriers to implementation

Framework and capacity-building

Paragraph 11 of the report on the fourth session of the United Nations Permanent Forum on Indigenous Issues (E/2005/43), on the prohibition of racial discrimination

4. One of the most important measures taken by the Government was to amend, on 14 August 2001, the Mexican Constitution (article 1, third paragraph) in order to raise the prohibition of all forms of discrimination to the constitutional level.

5. In June 2003, the Federal Prevention and Elimination of Discrimination Act was promulgated. This Act establishes legal mechanisms to ensure that article 1 of the Constitution is implemented. It also established the National Council for the Prevention of Discrimination, the aim of which is to carry out actions to prevent and eliminate discrimination and to draw up and promote public policies to ensure equal opportunities and equal treatment for all persons.

6. One of the most important powers that the Act grants to the Council is that of receiving complaints and claims from citizens. The Council mediates and conciliates among the parties, while fully respecting their right to act through the courts. It aims to prevent discrimination in the short and long terms. Its Governing Board includes both Government and citizens' representatives and also has a consultative assembly, which enables it to hear the voice of those working to combat social exclusion.

7. With the aim of sharply reducing inequalities based on race or ethnicity and addressing the problem of discrimination, the National Commission for the Development of Indigenous Peoples (CDI) was established. This Commission has

carried out actions and projects designed to support the economic and social development of Mexico's indigenous peoples.

8. For example, it established a system of radio stations that broadcast programmes reflecting indigenous culture, with the aim of encouraging participation, supporting the social and cultural development of indigenous people and promoting activities to combat discriminatory attitudes and prejudices and raise awareness of human rights and the right to justice.

9. With regard to community participation, this system carries out processes that take various forms, such as consultative councils or community correspondents whose role is to review and analyse the programmes broadcast by individual radio stations. They also seek to ensure that programmes targeting the indigenous population respond to the interests and cultural characteristics of indigenous peoples and communities.

10. In addition, the system broadcast the campaigns of other institutions, including the Office of the Special Prosecutor for Electoral Offences, the Ministry of Social Development and the Federal Electoral Institute, on the democratic participation of indigenous peoples and actions to promote transparency.

11. A project entitled "Prevention and treatment of violence and its consequences for indigenous women's health" has been implemented. Its objective is to apply a new model for providing indigenous women with health care and addressing domestic and institutional violence against them, called "health centres for indigenous women". This project is implemented through inter-institutional cooperation with the Ministry of Health, using resources from the World Bank. Five such health centres have been set up: one each in Chihuahua, Guerrero and Chiapas and two in Oaxaca.

12. In line with the conclusions of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, the Commission's intersectoral programme for indigenous women carried out a diagnostic study to document discrimination against indigenous populations, particularly women. Because few efforts have been made to address the issue from a theoretical or personal point of view, the main objective was to start a wide-ranging discussion on its causes, involving both the non-indigenous population and indigenous groups and communities.

13. The Commission participates with a liaison person in the national campaign for equity and comprehensive security for women, which is being conducted by the Chamber of Deputies, the Ministry of the Interior and the National Council for the Prevention of Discrimination.

14. Through its Directorate of Social Consultation and Citizen Outreach, CDI advises indigenous communities and organizations in their dealings with offices, entities, agencies, organizations and institutions at the federal, state, national and international levels.

15. As a consequence of this responsibility, the Commission strives on a daily basis to encourage public servants to pay more attention to the concerns of indigenous people. This has enabled it to create a network of public officials who are more sensitive to and aware of the need to respond promptly to those concerns.

16. A programme to promote agreements on judicial matters supports projects in which indigenous communities and civil society are involved in monitoring implementation of the law and promoting indigenous people's access to justice. Funding has been given to projects that address discrimination.

Other follow-up

Paragraph 29, on the protection of water resources (E/2005/43)

17. At the thirteenth session of the Commission on Sustainable Development (April 2005), Mexico took part in the consideration of water, sanitation and human settlements issues. It promoted the adoption of policies aimed at conserving and protecting ecosystems through integrated water resources management; the promotion of sanitation and hygiene education; and the dissemination of measures and programmes adopted by our country to address the sustainability issues affecting human settlements and to promote the recognition of equal rights and opportunities for men and women, as a precondition for sustainable development.

Paragraph 30, on the fourth World Water Forum (E/2005/43)

18. Mexico promoted the convening of the fourth World Water Forum, which will provide an opportunity to see how Governments, the private sector and civil-society organizations are implementing water-related commitments adopted at international forums and to follow up the work of the Commission on Sustainable Development, in particular the policy decisions and actions adopted in April 2005 on matters relating to financing, capacity-building and transfer of technology to developing countries, as well as institutional governance and monitoring in the area of access to basic water and sanitation services.

19. CDI is convening a thematic meeting on indigenous peoples and water, and has invited experts from the Permanent Forum on Indigenous Issues to participate.

Paragraph 38, on the dissemination and implementation of the recommendations of the Special Rapporteur's reports on indigenous peoples (E/2005/43)

20. CDI and the Ministry of Foreign Affairs have met with staff of the Office of the United Nations High Commissioner for Human Rights and the Special Rapporteur to design a joint project to follow up the recommendations he made to Mexico in 2003.

21. On 7 February 2006, the project, entitled "Promotion and protection of the human rights of indigenous peoples in Latin America, with special emphasis on Guatemala and Mexico", was introduced. One of the main objectives of this project is to follow up those recommendations.

II. Ongoing priorities and themes: human rights, with special emphasis on an interactive dialogue with the Special Rapporteur of the Commission on Human Rights on the situation of human rights and fundamental freedoms of indigenous people

Paragraph 59, on a strong declaration on the rights of indigenous peoples (E/2005/43)

22. Mexico has worked actively towards the conclusion of a strong and forceful declaration: in September 2005 it organized an international workshop on the draft United Nations declaration in Pátzcuaro, Michoacán.

Paragraph 63, on the ratification of international instruments relating to indigenous people (E/2005/43)

23. Mexico ratified the International Convention on the Elimination of All Forms of Racial Discrimination on 20 February 1975 and International Labour Organization Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries on 5 September 1990.

Paragraph 65, on the United Nations Human Settlements Programme (UN-Habitat) (E/2005/43)

24. Mexico took part in the high-level segment of the twentieth session of the Governing Council of UN-Habitat (held in Nairobi, Kenya, from 4 to 8 April 2005).

25. The Council adopted 22 resolutions; particular attention is drawn to resolution 20/13, entitled "Housing as a component of the right to an adequate standard of living for persons who are vulnerable and disadvantaged", which was supported by Mexico.

26. The resolution recalls paragraphs 12, 13, 14, 16 and 17 of the Habitat Agenda, which relate to the right of indigenous people, among other groups, to an adequate standard of living, adequate shelter and full and equal participation in political, social and economic life. It also recalls paragraph 40 of the Agenda, which emphasizes the promotion of shelter and basic services and facilities for education and health for certain groups, including indigenous people.

27. Mexico supported Commission on Human Rights resolution 2004/21, entitled "Adequate housing as a component of the right to an adequate standard of living", in particular the importance it accords to the situation of the poor and members of groups requiring special protection, such as indigenous people.

III. Ongoing priorities and themes: data collection and the disaggregation of data on indigenous peoples

Paragraph 84, on indigenous identity (E/2005/43)

28. Population and housing censuses in Mexico recognize the principle of self-identification or self-classification. The language criterion has been used to identify the indigenous population. In the twelfth population and housing census, conducted in 2000, a question on self-classification or ethnic origin was included only in the

expanded questionnaire distributed to a nationwide sample of 2.1 million households. The census revealed that 6.04 million people over the age of five years spoke indigenous languages. The language criterion makes it possible to recognize ethnic and cultural identities and facilitates the disaggregation of data for each ethno-linguistic group, although it is not sufficient to quantify the entire indigenous population.

29. During the census, Mexico recorded the indigenous population using a catalogue that identifies the following 62 ethno-linguistic groups and their respective variants: Aguateco, Amuzgo, Cakchiquel, Cochimí, Cora, Cucapá, Cuicateco, Chatino, Chichimeco Jonaz, Chinantecos, Chocho, Chol, Chontal de Oaxaca, Chontal de Tabasco, Chuj, Guarijío, Huasteco, Huave, Huichol, Ixcateco, Ixil, Jacalteco, Kanjobal, Kekchí, Kikapú, Kiliwa, Kumiai, Lacandón, Mame, Matlatzinca, Maya, Mayo, Mazahua, Mazateco, Mixe, Mixtecos, Motozintleco or Mochó, Náhuatl, Ocuilteco, Otomí, Paipai, Pame, Pápago, Pima, Popoloca, Popoluca, P'urhépecha or Tarasco, Quiché, Seri, Tacuate, Tarahumara, Tepehua, Tepehuano, Tlapaneco, Tojolabal, Totonaca, Triqui, Tzetzal, Tzotzil, Yaqui, Zapotecos and Zoque.

Paragraph 88, on the diversity and demographic profile of indigenous communities, including people with disabilities (E/2005/43)

30. At the fifty-sixth session of the General Assembly, the President of Mexico, Vicente Fox, proposed the elaboration of a convention on the rights of persons with disabilities. To that end, an Ad Hoc Committee was established to draft the convention. The Committee has held seven sessions, in which Mexico has participated constructively in order to reach agreement.

31. In order to achieve sufficient coordination among the relevant areas of the United Nations, Mexico has supported a number of resolutions in the General Assembly (from 2002 to 2005), the Commission for Social Development (from 2003 to 2006) and the Commission on Human Rights (from 2003 to 2005). Mexico is convinced that a draft convention could be submitted for adoption to the General Assembly in 2006.

32. At the national level, on 31 May 2005 President Fox signed a decree promulgating the Persons with Disabilities Act, which entered into force on 11 June 2005. The Act establishes the National Council for Persons with Disabilities, which is responsible for contributing to the formulation of a State policy in that area and for promoting, monitoring and assessing actions and programmes implemented pursuant to the Act.

33. In recognition of Mexico's leadership on this issue, President Fox has received three awards: the International Leadership Award from the Inter-American Development Bank (IDB) (2001); the Charles D. Siegal President's Award from the Los Angeles NGO Western Law Center for Disability Rights (2003); and the Latin American Recognition Award for work in the area of disabilities from a group of NGOs (2004).

IV. Ongoing priorities and themes: follow-up to previous special themes: "Indigenous children and youth" (2003) and "Indigenous women" (2004)

Indigenous peoples' organizations

Paragraph 104, on support for the attendance and participation of indigenous youth at future sessions of the Permanent Forum (E/2005/43)

34. Mexico encourages young people to participate in General Assembly sessions and is promoting the inclusion of indigenous youth in its official delegation to the sixty-first session.

Recommendations to Member States

Participation

Paragraph 111 (a), (b), (c) and (d), on improving and increasing indigenous women's economic and social conditions (E/2005/43)

35. Various projects that directly benefit indigenous people throughout the country have been set up and supported in order to experiment with training methods, technical support for productive employment, methodologies for social organization and incentives for community-based activities.

36. The projects are designed to assist the indigenous population, in particular women. They have been funded by NGOs, civil-society organizations and private companies. Local indigenous organizations in the various states of the Republic have also received support in the form of training and technical assistance, which has had a direct impact on beneficiaries.

37. In the area of sustainable development, efforts have been made to mainstream a gender perspective into Government departments such as the Ministry of Agriculture, Livestock, Fisheries and Food and the Ministry of the Environment and Natural Resources; decentralized bodies such as the Shared-Risk Trust Fund and the National Commission on Protected Natural Areas; and various civil-society organizations.

38. The strategy has nationwide scope, and its various components therefore cover indigenous communities. It includes the participation of Government ministries and their decentralized bodies; 100 specialists from 26 protected natural areas (regions with a large number of indigenous people) have been trained as trainers in the area of gender and microenterprise management; 85 specialists from all the state offices of the Shared-Risk Trust Fund have been trained to apply this approach to the regional sustainable management of small watersheds; and 650 female microenterprise owners from the same regions, who represent, on average, over 3,250 individuals who work in these microenterprises, have received training in management processes and gender issues.

39. Through national and regional meetings, conferences, workshops and the design of informational materials geared towards public officials, academics and the population at large, information on gender and sustainable development has been disseminated and awareness-raising activities have been carried out. In particular,

the 2004 edition of the Directory of Institutional Support for Production and Employment Projects for Women contains information on 83 federal Government programmes designed to support production initiatives set up by women, including indigenous women. The strategy is implemented at three levels:

(a) Central Government: the authorities and their agents receive training on programmes with a gender perspective;

(b) State and regional offices: training on methodologies is provided directly to technical teams so that they can train others working in their field;

(c) Training in technical and gender issues: such training is provided directly to men and women in the above-mentioned communities.

40. With regard to health services, improving the accessibility and quality of such services, while promoting efficient and dignified treatment in order to meet patients' needs and reduce the high incidence of preventable diseases, has been identified as a priority.

41. In that context, the National Women's Institute, in conjunction with the Opportunities Programme of the Mexican Social Security Institute (IMSS), the National Commission for the Development of Indigenous Peoples (CDI), the National Medical Arbitration Commission, the Women and Health Programme and the Ministry of Health's Directorate-General for Quality and Education in Health, held a workshop to discuss the experiences of women who serve as community health outreach workers. The general objective of the workshop was to design materials to be disseminated as part of the national campaign to improve the accessibility and quality of priority social services for vulnerable and poor women. The workshop served as a catalyst for establishment of communication between public institutions and NGOs that are working to improve the accessibility and quality of health services. Community health outreach workers serving rural and indigenous populations in remote areas shared information and care strategies, as well as their experiences with the use of informational and educational materials to improve the accessibility and quality of services and raise awareness of rural women's right to health services.

42. In addition, a meeting was held to evaluate the most successful projects with a view to identifying whether or not it would be feasible to institutionalize them. Concrete steps were taken to incorporate a gender and an intercultural perspective into the actions, programmes and proj ·ts undertaken by health-care institutions that deal with the rural and indigenous populations. Four hundred fifty thousand pesos were allocated to this activity.

V. Education of indigenous children and youth

43. The Coordinating Office for Intercultural Bilingual Education (CGEIB) carries out its activities in the framework of two new education policies:

(a) Promoting linguistically and culturally appropriate, high-quality education for indigenous persons at all levels; and

(b) Strengthening the development of intercultural education for all.

44. These two commitments translate into actions, activities and outputs related to the recommendations of the fourth session of the United Nations Permanent Forum on Indigenous Issues (E/2005/43), particularly those contained in paragraphs 48, 57, 93, 97 and 98, which concern efforts to spread awareness, recognition and appreciation of cultural diversity; in other words, to ensure inclusiveness, equity, equality and justice in interpersonal relations among people of different cultures and to promote mutual respect and understanding among these groups through intercultural education.

Paragraph 48 (a) (E/2005/43)

Programme to promote intercultural education

45. In order to offer appropriate educational services in primary schools with indigenous pupils, a programme to strengthen intercultural education for children and young people in general schools with a large proportion of indigenous students was established under the National Education Programme for 2001-2006.

46. The official target set for 2006 has been exceeded by 9 per cent. As of November 2005, there were 934 general primary schools with indigenous pupils, equivalent to 49.08 per cent of the total of 1,903 general primary schools which reported, on educational statistics forms, the attendance of indigenous children for five years (see table 1).

47. There has been a high level of demand among schools in various states wishing to join the Intercultural Bilingual Education Programme, but sufficient budgetary resources are not available.

Table 1
Intercultural Bilingual Education Programme in general primary schools with indigenous pupils in the Federal District and seven states of the Republic

State	*Primary schools*	*Teachers*	*Pupils*
Federal District	139	1 390	42 000
Yucatan	95	950	28 500
Chiapas	80	800	24 000
Veracruz	56	560	16 800
Puebla	80	600	24 000
Hidalgo	122	1 220	24 000
San Luis Potosi	133	1 330	39 900
Oaxaca	229	1 374	34 350
Total	934	8 224	233 550

48. This programme is based on the need to recognize and address the cultural and linguistic diversity found in general primary schools. It has been a challenge for teachers and directors to regard diversity not as a problem, but as a pedagogical advantage and an opportunity to strengthen the right to equal learning opportunities.

Project to strengthen and improve intercultural education for migrants

49. This is a cross-sectoral inter-agency project run by the Ministry of Public Education's Coordinating Office for Intercultural Bilingual Education (CGEIB) with the participation of the National Education Promotion Council, the National Institute of Adult Education, the General Directorate for Indigenous Education and the General Directorate for the Development of Educational Management and Innovation (both of which are directorates of the Office of the Deputy Secretary for Basic Education of the Ministry of Public Education) and the agricultural day labourers' programme of the Ministry of Social Development. This project has been implemented in eight of the 10 states that are the main sources and recipients of agricultural day labourers.

50. In the framework of the cooperation agreement between the United Nations Children's Fund (UNICEF) and CGEIB, various activities have been carried out to promote and improve intercultural education for children who are internal migrants in Mexico. These children work as agricultural day labourers.

Monarca project

51. The inter-agency technical team is comprised of three bodies of the Ministry of Social Development, the Ministry of Health and support from UNICEF to formulate a proposal for a programme aimed at families of agricultural migrant workers; the goal is to encourage children to attend and remain in school. A pilot programme is planned for Sinaloa and Michoacán; coverage will subsequently be extended to make the programme universal.

Paragraph 48 (b) and (c), on substantially increasing budgetary allocations and funding for Goal 2 for indigenous children through bilateral and multilateral cooperation (E/2005/43)

52. The cooperation of international organizations and foundations has been sought to support intercultural education initiatives.

Paragraph 48 (d), on current national curricula and textbooks (E/2005/43)

Linguistic and cultural appropriateness and strengthening of identity

Curricular review

53. **Secondary-school curriculum proposal**. The compulsory subject Language and Culture was developed for all secondary-school students in areas where 30 per cent of the population is indigenous.

54. **Baccalaureate curriculum proposal**. A proposal has been drawn up on an intercultural baccalaureate, to be implemented in the 2005-2006 cycle in five centres, three in Chiapas and two in Tabasco.

55. **Curriculum proposal for teacher training colleges**. Initial training of teachers. In 2005-2006, the General Directorate of Higher Education for Education Professionals of the Office of the Deputy Secretary for Higher Education of the General Directorate for Indigenous Education introduced a new intercultural curriculum for the degree in primary education in teacher training colleges, and added a new specialization in bilingual education. This provides indigenous persons

with the opportunity to train professionally as intercultural bilingual teachers. The objective is to train all teachers in the country with an intercultural perspective and to train future bilingual teachers with a view to ensuring that they have mastered not only their own language and culture, but also the ability to teach Spanish as a second language.

56. With regard to the initial training of teachers, all the subjects to be taken in the third and fourth semesters of the degree programme in primary education using an intercultural bilingual approach are now intercultural in nature.

57. With the participation of specialists in the various languages, second- and third-level courses on language and culture in the teaching and learning processes were designed as part of this new specialization.

58. National workshops were held at which the programmes for the second semester of the degree programme in primary education using an intercultural bilingual approach were presented.

59. Visits were made to teacher training colleges to provide support and advice and to oversee the implementation of the second-semester subjects.

60. In August 2005, a national workshop was held with the teaching staff of teacher training colleges for the dissemination of the programmes of all the third-semester subjects.

61. In December, the first national liaison meeting was held with state-level authorities in the area of basic education and directors of teacher training colleges offering this degree, with a view to forging closer links between teacher training colleges and the primary schools in which the future teachers will be employed. Currently, 12 states and 15 teacher training colleges are participating in the degree in primary education using an intercultural bilingual approach.

62. Workshops and conferences were held for students and advisers in the following teacher training colleges: Teacher Training College of Bacalar, Quintana Roo; Bilingual and Intercultural Teacher Training College, Tlacochaguaya, Oaxaca; Profesor Jesús Merino Nieto Teacher Training College, San Juan Ixcaquixtla, Puebla; Jacinto Kanek and Chiapas; and Profesor Miguel Castillo Cruz Teacher Training College, Sonora.

63. The 15 teacher training colleges were provided with bibliographic materials published by CGEIB.

Expansion of educational options

Intercultural baccalaureate

64. In the upper secondary education sector, CGEIB has given careful follow-up and support of all types, particularly in the areas of teacher training and curricular development, to the 17 centres of the Advanced School of Comprehensive Intercultural Education of Oaxaca running the comprehensive community baccalaureate programme. Those centres are attended by 1,383 students, of whom 51 per cent are men and 49 per cent are women.

65. An organizational and curricular model for an intercultural baccalaureate has been developed, with an emphasis on bilingual education, cultural knowledge, interculturalism, job training and preparatory training for further studies. This model

is being piloted in eight secondary schools in five states. It is hoped that this model will subsequently be implemented at the national level.

66. A significant proportion (approximately 50 per cent) of the general baccalaureate programme and of the curriculum of the 16 scientific and technological studies centres of the National Polytechnic Institute has been made intercultural.

67. The intercultural baccalaureate programme is offered in five centres: three in Chiapas and two in Tabasco. The centres are operated with support from the Baccalaureate School.

68. A teacher training workshop was held in November 2005, with the participation of 29 teachers and six administrative staff from the States of Chiapas, Tabasco, Nayarit and Querétaro.

Higher education

69. Intercultural universities — they are not called indigenous universities — aim to provide education in an environment which shows respect for members of different cultures and values diversity. Although they are located in indigenous areas, they are not exclusively for indigenous students.

70. The first such university, the Intercultural University of the State of Mexico, was established in 2004, with those of the States of Chiapas and Tabasco following in 2005.

71. Support was provided for the establishment of the Intercultural University of Veracruz, and its operation is being followed up. Four campuses have been set up, with one each in the regions of Totonacapan, La Huasteca, Grandes Montañas and Los Tuxtlas.

Intercultural universities

2005	Location	Origin of students	Student numbers	Men	Women
Intercultural University of the State of Mexico	San Felipe del Progreso, State of Mexico	Mestizo, Mazahua, Otomi, Tlahuica, Matlazinca and Nahua	398	133	265
Intercultural University of Chiapas	San Cristobal de las Casas, Chiapas	Mestizo, Tzotzil, Tzeltal, Ch'ol, Mame, Tojolabal, Kanjobal and Zoque	663	319	344
Intercultural University of the State of Tabasco	Oxolotan, municipality of Macuspana, Tabasco	Mestizo, Ch'ol and Chontal	217	115	102
Intercultural University of Veracruz	Totonacapan region (El Espinal), La Huasteca region (Ixhuatlan de Madero), Grandes Montañas region (Tequila) and Los Tuxtlas region (Huazuntlan)	Mestizo, Totonaca, Nahua, Zapoteco, Mixteco, Otomi, Mixe-Popoluca, Tzeltal, Tzotzil and Maya	334	129	205

Source: Coordinating Office for Intercultural Bilingual Education (CGEIB), Ministry of Public Education (2005).

72. The Autonomous Indigenous University of Mexico, with two locations in the State of Sinaloa, one at Los Mochis and one at Mochicahui, is being advised on how to become an intercultural institution.

73. Projects at an advanced stage include the following: an intercultural university of the Sierra Norte in the State of Puebla — an agreement was signed with the State of Puebla in 2005 — and an intercultural university of La Montaña, in the State of Guerrero.

74. Support is being provided for the establishment of an intercultural section at the University of Quintana Roo, located in Carrillo Puerto, State of Quintana Roo.

75. In addition, CGEIB has had contact with a further three projects which are not so far advanced: Tarahumara intercultural university; the Sierra Sur intercultural university in Oaxaca; and the Michoacán indigenous intercultural university.

76. Yearly financing arrangements for the new intercultural universities are agreed between the federal authorities and the authorities of the state hosting the project, at the 50/50 per cent rate established by the *Procedures for reconciling higher-education supply and demand in the federal entities* and the *2002 programme for expanding higher education*.

77. The newly established and existing universities which received advice from CGEIB have a total of 3,327 students, 75 per cent of whom are indigenous and 60 per cent of whom are women.

Paragraph 48 (e), on the participation of indigenous parents and community members in decisions (E/2005/43)

78. Community education projects have been implemented to improve knowledge of local language and culture. Innovative projects have been promoted in Huatlatlauca, State of Puebla; Hidalgo, La Huasteca, State of Veracruz; Mexico City; and Jiquipilco el Viejo, State of Mexico.

Innovative projects

Huatlatlauca

79. As part of the intercultural bilingual education programme, the municipality of Huatlatlauca, Puebla, has organized the following:

- A cultural event involving pupils from two preschools, three primary schools and one distance-learning secondary school (*telesecundaria*). The event included performances of traditional songs, customs and academic activities;
- A workshop to process and document experience with implementing intercultural education, held in Metepec and involving 40 teachers and 13 schools. The central concepts of the intercultural approach and strategies for processing and documentation were reviewed, and preliminary drafts for each school were produced;
- A follow-up workshop on processing and documentation, involving 60 teachers, was held in Tepexi de Rodríguez. Further work was done on processing experience, and new schools in the municipality were included.

80. The work undertaken generated ideas for new activities:

- Two educational planning workshops were held in Huatlatlauca: the intercultural education project (September), and "Exploring Our Materials", a workshop that included schools of other municipalities;
- A photography workshop was held for primary-school children in Tepetzitzintla. Viewings and group discussions of photographs of different cultural worlds were held. Photographic equipment was provided, and an invitation was extended to take photographs of the community;
- Two editions of *Xopan Cuicatl* were published, with material in Náhuatl and Spanish contributed by pupils and teachers from the municipality's schools. The bulletin includes work by well-known authors;
- Schools in Zone 129 were given advice and were reincorporated into the project. The foundations of the intercultural approach and educational planning strategies were reviewed. Schools of all levels in five communities (Chimala, Quetzalapa, Tepetzitzintal, Huatlatlauca, Cosahuatla) received ongoing advice and follow-up.

Regional Coordinating Office for Educational Development

- The intercultural approach was presented to leaders and managers of Regional Office 17. The meeting was held to provide information on the project and invite these individuals to take part;
- A conference on intercultural education was held to launch and encourage enrolment in the project, with the participation of 100 teachers;
- An initial course was given to raise awareness and explain the basis of intercultural education, with 100 teachers, in Tepexi de Rodriguez;
- A course was given on a school project using an intercultural approach, involving 80 teachers, held in Huatlatlauca;
- A course was given on educational planning using an intercultural approach, with 140 teachers, combined with teachers from Huatlatlauca in Ahuatempan.

Indigenous community education for autonomous development

81. Support has continued for the Lumaltik Nopteswanej organization in San Cristóbal de las Casas, Chiapas, to develop jointly for wider use a model for intercultural bilingual education in indigenous environments, based on learning through the use of its programme of indigenous community education for autonomous development.

82. Three inter-institutional meetings took place, involving the State Secretariat of Public Education, Chiapas education services, CDI, the General Directorate for Indigenous Education, Lumaltik Nopteswanej and CGEIB. The Chiapas Secretariat of Education is currently analysing the proposal of the inter-institutional committee, in order to encourage its implementation.

Jiquipilco el Viejo

83. Work has been conducted with the National Education Promotion Council (CONAFE) and the National Indigenous Human Rights Council, AC (Asociación Civil) on the project to preserve and strengthen the Otomí language and culture in the community of Jiquipilco el Viejo, Temoaya, State of Mexico.

84. Participating in the project were 253 pupils of the Benito Juárez primary school.

85. The working strategy promoted consisted of having indigenous children who live in the community and speak Otomí translate part of their oral tradition and popular culture into "Hñatho" Otomí, under the guidance of CONAFE instructors.

86. The method employed was to find out children's knowledge of particular themes and to ask them about those themes, using picture cards, words and sentences. This CONAFE method is developed through research projects.

87. A book containing contributions, in Otomí, from children in the community of Jiquipilco el Viejo has been designed. Once it has been reviewed by the elders in the community and the quality of the Otomí has been attested to, it will be published.

88. An expert is providing literacy training to a group of women from Jiquipilco el Viejo and they are involved in a project to record the stories told by older persons of that community. They are being made aware of the importance of passing on their rich customs and traditions to future generations.

89. Efforts are also under way to preserve traditional costumes and dance.

Uantakua

90. Based on a technological, linguistic and pedagogical evaluation of the development and use of the Addizionario (2004) software, the participating teams developed a project called "Uantakua" ("word" in Purépecha).

91. With respect to language, culture and education in multilingual societies, multimedia-based methodologies are being developed for use in revitalizing and preserving minority languages. These efforts are being undertaken in cooperation with the Centre for Research and Advanced Studies in Social Anthropology (CIESAS), school district authorities in Michoacán and the Directorate for Indigenous Education in Michoacán.

92. Seminars were organized for teams from the Latin American Institute for Educational Communication, the Centre for Research and Advanced Studies in Social Anthropology (CIESAS) and CGEIB, and were held on a rotating basis at those institutions.

93. Criteria were defined for the development of activities using the new approach including parameters for the design of teaching activities with an intercultural focus.

94. The following teaching activities were designed for the new structure: Matemática Ñuhu (Ñuhu mathematics); Fiestas de nuestro pueblo (Celebrations of our people); Veo y me maravillo (I'm amazed at what I see); El arte en nuestros pueblos (Art in our towns); Toponimia (Toponymy); and Los oficios de nuestra comunidad (What people do in our community).

95. A new platform was designed to reflect the Purépecha cultural context, incorporating scenes and aspects of Mexican indigenous culture and targeting first-time technology users.

96. Activities in the following areas were introduced: "Festivals and traditions"; "Counting, measuring and weighing"; "Scenes from my country"; and "Names of games".

97. Two workshops were held on translating certain activities from Spanish into Purépecha and schools were visited to install the Uantakua software.

98. The project was introduced at the Intercultural Indigenous University of Michoacán, and a presentation on the subject was given at the National Conference on Educational Research, held in Hermosillo, Sonora.

99. A meeting was held on educational experiences and studies on the Purépecha Plateau.

100. A new edition of the platform, which includes five activities, is currently being developed. The material has already been translated into Purépecha.

101. A vocabulary list based on the work produced by the children using Addizionario is being published: "Sapichued Uantakua" ("in the words of the children").

102. Efforts are under way to establish links between the project and authorities of the State of Michoacán and the Intercultural Indigenous University of Michoacán, and to coordinate with the Michoacán school network and distance learning facilities in order to ensure continuing support and technological assistance for the teams and to provide training to teachers.

103. Internet link to Uantakua: http://diccionario.orbis.org.mx.

Preservation and development of the Náhuatl language and culture in southern Mexico City

104. At the request of the Indigenous Affairs Committee of the Chamber of Deputies, in the context of activities to preserve and develop the Náhuatl language and culture of the indigenous peoples of southern Mexico City, meetings to exchange information were held in the communities of Milpa Alta, Tláhuac and Xochimilco, bringing together students, parents, teachers, and educational administrators and staff from the Federal District with a view to increasing familiarity with and appreciation of the Náhuatl language and culture.

Huasteca Veracruzana

105. A cultural preservation workshop was held in Felipe Ángeles on *la faena* (communal work). There was discussion of the role played by communal work, recent changes in that form of work and future prospects.

106. A workshop was held on productive activities, dealing with traditional handicrafts (baskets) and traditional games and toys.

107. A workshop on customs and traditional Ñuhu rituals was held in the community of Felipe Angeles. Two books were published (Community celebrations: preparations for Ñuhu popular festivals; and Note by the Ñuhu people on their

traditional costumes), on the basis of the results of the community workshop on traditional embroidery.

108. The final report of the project for the development of intercultural education to strengthen Ñuhu language and identity, which describes in detail its theoretical foundations, the communities participating, activities undertaken and results, was drafted.

Hidalgo: Intercultural education project in the State of Hidalgo

- Training was provided for 6,571 primary-school teachers;
- An intercultural children's event was held, with the participation of 150 children from bilingual schools, 1,200 from regular primary schools serving indigenous populations and 76 teachers;
- The third state-level meeting on teaching experiences in intercultural education was organized for 200 primary-school teachers;
- Agreements were entered into with the Autonomous University of Hidalgo to evaluate the project.

Paragraph 48 (f), on policy development, administration, teaching indigenous culture, history, contemporary society and languages, and production of educational materials (E/2005/43)

109. CGEIB calls on indigenous advisers when developing its various education projects. Two directorates are headed by indigenous professionals.

Paragraph 48 (g), on access to free primary quality education (E/2005/43)

110. We are participating in the UNICEF initiative "All children in school" through intercultural bilingual education workshops, particularly in Yucatán and Chiapas.

111. The intercultural bilingual education programme is operating in the Federal District and in seven states.

Paragraph 48 (h), on indigenous children's right to education (E/2005/43)

112. Policies of inclusiveness and inter-institutional cooperation are being promoted to strengthen children's enjoyment of their rights.

Paragraph 48 (i), on bilingual and culturally appropriate education for indigenous children (E/2005/43)

113. Training workshops are organized for teachers to help them incorporate an intercultural perspective in their classes; teaching materials are prepared to facilitate mother-tongue education.

114. Innovative programmes in intercultural education have been systematized. There are video recordings of various indigenous sports. Ten consultation forums were held and used as a basis for efforts to make the primary education curriculum intercultural.

Teacher training

Continuing education (teachers in service)

115. Conferences, workshops and/or awareness-raising courses on the intercultural approach have been held for teachers and technical and administrative personnel at various educational levels in the states. Courses were offered in all 32 states. In Puebla discussion groups on intercultural education were organized for parents (Huatlatlauca, Tepexi, San Juan Nepomuceno, Ahuatempan).

116. In collaboration with the General Directorate for Continuing Education for In-service Teachers, a curriculum for technical specialists and technical diplomas was developed and an Internet course aimed at state-level technical teams was designed.

117. The final versions of the book *The intercultural approach in education — manual for the primary-school teacher* and the workbook *Follow-up and self-evaluation in and by the school* were completed.

118. The goal of training at least 60,000 teachers was met.

119. A course on reflecting diversity in basic education was offered in Baja California, the State of Mexico, Michoacán, Tamaulipas and Tlaxcala to a total of 226 participants.

120. Advice was provided to the technical staff of the Monterrey Institute of Technology on how to adapt the contents of the course "Educating in and for diversity", aimed at primary-school teachers, with a view to offering it online.

Production of materials

121. CGEIB has published 28 books in 3 collections. The materials published include: "Intercultural Relations" and "Exploring Our Materials"; eight programmes for the secondary-level language and culture curriculum; and 19 programmes, including eight cultural workbooks and activity and work plans from the "Window on My Community" series.

122. Special materials published include: bulletin Nos. 1 and 2 of the Federal District intercultural bilingual education programme and the bulletin *Xopan Cuicatl*.

123. A specialized documentation centre on intercultural education contains just over 6,170 volumes, representing approximately 5,100 titles consulted annually by 404 visitors.

Paragraph 48 (j), on isolation as an obstacle for indigenous peoples (E/2005/43)

Enciclomedia

124. The Enciclomedia programme is a strategy based on the provision of textbooks free of charge. The digital version contains links to photographs, maps, virtual visits, videos, films, interactive audio programmes, animation programmes, school libraries and other technological resources.

125. CGEIB has begun the process of making Enciclomedia intercultural, starting with primary grades 5 and 6.

126. The Latin American Institute for Educational Communication and CGEIB have cooperated in the development of works featuring videographic, photographic and phonographic material produced by the general coordinating body for the Enciclomedia programme.

Paragraph 48 (k), on the enrolment of indigenous persons (E/2005/43)

127. Organization of general refresher training workshops for in-service teachers and curricula for teacher training colleges. In the next school year all the country's teacher training colleges will be using the intercultural approach.

Paragraph 48 (l), on school curricula for indigenous peoples (E/2005/43)

128. On the basis of information obtained from 10 forums for consultation with 52 indigenous peoples, efforts have been made to give an intercultural dimension to the basic education curriculum, particularly at secondary level.

Paragraph 48 (n), on intercultural bilingual education for indigenous peoples at the preschool, primary and tertiary levels (E/2005/43)

Inter-institutional activities in which CGEIB is involved

129. Within the framework of its institutional relations with branches of Government, civil society and international organizations, CGEIB carries out activities for the promotion of intercultural education with the National Council for the Prevention of Discrimination, the National Institute of Indigenous Languages, the Organization of Ibero-American States, the Civil-Society Forum on Education, the National Institute for Senior Citizens, the German Association for Adult Education, Latin American ActionAid, Mexican ActionAid, the Latin American Adult Education Council, the Regional Cooperation Centre for Adult Education in Latin America and the Caribbean, the Integrated Training and Accommodation Centre, Intercontinental University and UNICEF, among others.

130. With UNICEF support, a joint workplan is being developed linking together the "All children in school" initiative and the UNICEF "child-friendly school" project. Approaches have been worked out to advance quality intercultural education in Yucatán, Chiapas and the Federal District.

131. In April 2005, the Mexican National Campaign for Cultural Diversity was endorsed through the signing of a letter of commitment by members of the Inter-Institutional Coordination Group, composed of the Centre for Research and Advanced Studies in Social Anthropology (CIESAS), the National Population Council, the General Directorate for Popular and Indigenous Cultures, the National Council for Culture and the Arts, the General Directorate for Indigenous Education, the Directorate for Traditional Medicine and Intercultural Development, the Health Ministry's General Directorate for Health-Care Planning and Development and General Directorate for Health Promotion, UNICEF, the Office of the Deputy Human Rights Procurator, the Office of the Public Prosecutor of the Federal District, the National University of Education and CGEIB.

132. The Campaign was launched in May and was marked by the mounting of a photographic exhibition on cultural diversity.

133. CGEIB took part in the Mexican-Central American Day for Cultural Diversity, in activities of the National Council for Culture and the Arts, and in the first indigenous workshop on information and communication technologies, in collaboration with the National Commission for the Development of Indigenous Peoples (CDI), the International Telecommunication Union (ITU) and the Latin American Institute for Educational Communication.

134. Inter-institutional work on the legal framework for intercultural bilingual education was further developed through the organization of a discussion group in the State of Yucatán.

135. Among other inter-institutional and liaison activities, work is being carried out with the Examination Board for the Degree in Preschool and Primary Education for Teachers in Indigenous Areas; the Bilingual Libraries' Editorial Committee; the Forward-looking Workshop for the Development of Indigenous Peoples; the Monarca Project Advisory Group; and the Federal Institute for Access to Public Information. A Latin American seminar on exchange and cooperation for the development of intercultural bilingual education in Latin American countries was held in November 2005, with the participation of 13 countries.

Book promotion and production

136. A documentation centre specializing in intercultural education was established, with 6,170 volumes, representing 5,100 titles, and with 404 visitors a year.

137. Contribution of indigenous material to the National Reading Programme organized by the Bilingual Libraries' Editorial Committee. Eight titles were co-published with CGEIB.

138. On the basis of documentary research in the libraries of CDI and CIESAS on insects and small animals linked to indigenous cultures, a book was prepared, entitled *Bichos* ("Bugs"), for primary-school children. This book was selected for classroom libraries.

Paragraph 93, on the discrimination faced by indigenous children and youth (E/2005/43)

139. CGEIB participated in the binational meeting of the Binational Migrant Education Programme held in Guadalajara, Jalisco, and another information meeting with Guatemalan ministerial advisers and authorities. Thirteen stock photograph exhibitions were held and two videos produced by CGEIB were presented.

140. A campaign on the theme of educational inclusion will be conducted in collaboration with the National Council for the Prevention of Discrimination, with which joint activities are being carried out.

Paragraphs 97 and 98, on the funding for indigenous youth organizations to initiate education activities and to express their views and share experiences related to Millennium Development Goal issues (E/2005/43)

141. A number of actions were taken to strengthen the development of intercultural education for all. In basic education, the Intercultural Bilingual Education Programme in the Federal District and the State Intercultural Bilingual Education

Programme were designed and work began on a project for schools serving indigenous children in seven states: Chiapas, Hidalgo, Oaxaca, Puebla, San Luis Potosí, Veracruz and Yucatán.

142. In secondary education, the interculturalization of secondary schools in indigenous areas was put on the agenda. A seminar-workshop was held under the title "Towards an educational practice incorporating an intercultural approach for part-time secondary-school programmes" for advisers at 11 centres in Chiapas, Chihuahua, Mexico, Hidalgo, Michoacán, Oaxaca and Puebla.

143. Efforts are also being made to promote intercultural education in public and private institutions of higher education.

144. In open education, as part of the "Multicultural Mexico" project, 60 video programmes and 46 radio programmes were produced on the peoples of Mexico, as well as a 30-part series entitled "The language of Papan", to increase awareness of diversity among the national population. The series is broadcast on channels 11 and 22 and on the Congress channel.

145. Research on languages and cultures is being promoted in both conventional and intercultural universities. Encouragement is being given to the development of projects that contribute to the study of indigenous languages and cultures.

146. A report was compiled on the use of indicators for the development of interculturalism, equity and social participation in education, such as the System of Indicators of Nationalities and Peoples of Ecuador, the Regional Project on Education Indicators and a number of examples from Spain and Chile.

147. Abstracts were made of materials in the CGEIB documentation centre on intercultural education. To date, 52 such abstracts have been made.

148. CGEIB has various databases on statistics and indicators; they are standardized at the municipal level and indexed in the National Institute of Statistics, Geography and Informatics (INEGI).

149. The Office's web page includes tables for each federative entity showing historical data on education statistics for the school years 1999-2000 to 2003-2004.

150. A study was prepared on the potential demand for upper secondary education in indigenous municipalities.

151. Reports were compiled on federal expenditure in support of the indigenous population for September 2004 (yearly) and the first three quarters of 2005.

152. The Office answered requests for statistical information (Comprehensive Reform of Secondary Education: secondary schools in highly marginalized areas; National Institute for the Evaluation of Education: multi-grade classes; State Institute for Educational Evaluation and Innovation, Oaxaca: upper secondary education; World Bank; UNICEF).

153. The web page includes the full texts of the general refresher course publications and a photo archive, and a hit counter has been installed to record the number of visits to the site.

Information activities

154. Binational meeting of the Binational Migrant Education Programme, held in Guadalajara, Jalisco, and another information meeting with Guatemalan ministerial advisers and authorities, 13 stock photograph exhibitions and two presentations of videos produced by CGEIB, with the participation of Argentina, Bolivarian Republic of Venezuela, Bolivia, Costa Rica, El Salvador, Honduras, Nicaragua, Panama, Paraguay and Peru.